**Lesson Plans for Mrs. Hanlon’s Class**

**Monday October 10, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Chapter Reivew**

* *Complete Chapter Review and Test Preparation p. 318-319*
* Optional: Have students create acrostic poems with one of the feeling words

**Homework:** Work with group on poster.

**Assessment:** Completed posters and presentations of posters

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying compound words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** Use page 157E-F in teacher’s manual.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 101-103 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Lesson 3: Singular and Plural Nouns**

**Objective:** Students will write the plural form of nouns correctly.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Write different singular and plural combinations. Have students finish the list. (Teacher’s Manual page 70 “Reteaching”
2. Read and complete pages 70-71 as a whole class.
3. Students will independently complete worksheet 3
4. Work time on worksheet page 3

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill of determining the difference between fact and opinion.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** Use page 130 J in teacher’s manual. As a whole class, Have students determine which job is more demanding an athlete, performer, or politician.
2. Introduce the theme using the pictures, quotes and letter’s found on pages 130-135 in text.
3. Read the “Teacher Read aloud” to students found from pages 135A-135B. Ask questions and explore the student’s opinion.
4. Build student vocabulary by studying pages 136-137 with students. (Optional: Complete Wordbook page 95)
5. Listen to the story on CD. Story is found on pages 138-151.
6. Discuss questions on page 1526 as a whole class.
7. Students will begin completing pages 98: Fact and Opinion Chart and page 97: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to compare and order decimals.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students put the price tag items in order from least to greatest.
4. Stress the importance of lining up the decimals and use the Interactive Chalkboard to teach the lesson.
5. Work on 3.2 Study Guide with a partner and have it checked by me.
6. Work on homework 3.2 Practice.

**Assignment:** Practice your math facts and 3.2 Practice.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students identify a change in state of matter as a physical change.

**Resources:** Teacher Manual P.

Student Book

Worksheets: Study Guide

Transparencies:

**Activities:**

1. Students will review for chapter test using pages – Students will take notes as teacher goes through actual test to practice and check understanding.

**Assignment:Study for Test**

**Assessment:** Informal assessment through discussion and completion of study guide worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday October 11, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:15-Teacher Observation with Mr. Jilling. See Attached Lesson.**

**9:30-10:00 English**

**Lesson 4: More Plural Nouns**

**Objective:** Students will write plural form on nouns ending with “f”, “fe” and “o” and some nouns that have special forms.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Place the “One Minute Warm-up” activity on the board.
2. Read and complete pages 72-73 as a whole class.
3. Students will independently complete worksheet 4
4. Work time on worksheet page 4

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:10 Computer Lab**

**Objective:** Students will create a final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft
7. Post to their WIKI

**Assessment:** Final descriptive story.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill of determining the difference between fact and opinion. Students will also strengthen their understanding of structural analysis of words, review phonics

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

* Leveled Readers:
  + Meet You-Yo Ma, Musical Superstar

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to round decimals to the indicated place value.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students round the items in the “store”
4. Stress the importance of lining up the decimals and use the Interactive Chalkboard to teach the lesson.
5. Work on 3.3 Practice with a partner and have it checked by me.
6. Work on homework 3.3 Practice.

**Assignment:** Practice your math facts and 3.3 Practice.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will be assessed on matter.

**Resources:**Teacher Manual: p.

Student Book: p

Worksheet:

**Activities:**

1. Students will take Unit test independently.

**Assignment:** None

**Assessment:** Formal assessment through unit test.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday October 12, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Lesson 5: Singular Possessive Nouns**

**Objective:** Students will write singular possessive nouns correctly.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have students create an animal with different animal parts. (Teeth of a shark, tail of a lion, etc.) Convert them to possessive nouns.
2. Read and complete pages 74-75 as a whole class.
3. Students will independently complete worksheet 5.
4. Work time on worksheet page 5

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Writing**

**Objective:** Students will create a final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill of determining the difference between fact and opinion. Students will also strengthen their understanding of structural analysis of words, review phonics

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

* Leveled Readers:
  + Meet You-Yo Ma, Musical Superstar

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to be understand the value of decimals by playing “Decimal War”

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students take the Mid-Chapter Test.
4. Give students the “Decimal War” worksheet and explain game, use page 115 if needed.
5. Allow students to play.

**Assignment:** Practice your math facts

**Assessment:** Teacher observations

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to introduce students into the new science unit.

**Resources:** Science Teacher’s manual

**Activities:**

1. Distribute new science books and energy unit booklets.
2. Have student fill in a KWL about Energy.
3. Look at F-1 in their books and discuss.
4. Have students write a list of all the places in the world and their lives where something needs energy.
5. Start Day 2 Lab

**Assignment:** Completed energy list.

**Assessment:** Teacher observations and completed list.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday October 13, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will create a final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**9:15-10:00 LMC—with mrs. dickenson**

**10:00-10:10 Teacher Read aloud and snack**

**10:05-10:55 D.A.R.E.**

**10:00-10:30 English**

**Lesson 6: Plural Possessive Nouns**

**Objective:** Students will be able to write plural possessive nouns.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Complete the “One Minute Warm-up” on page 76 of the teacher’s manual.
2. Read and complete pages 76-77 as a whole class.
3. Students will independently complete worksheet 6
4. Work time on worksheet page 6

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Students will create a rough and final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill of determining the difference between fact and opinion.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** “Profile of a Champion” found on page 130I in manual. Have students share with the class who they admire and why.
2. Review the story by discussing workbook pages 96-97. Focus on how on page 96 key differences between facts and opinions. For page 97, review keys ways to look for answers in a story. (Teacher’s Manual page 157A-B)
3. Have students think of key words that make something opinions Read the story on page 98 to students.
4. Complete page 15 as a whole class.
5. Review common and proper nouns by having students work with a partner to complete workbook pages 105-106. Explain directions to students.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**Objective:** For students to estimate the sums and differences.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Use price tagged items to give students situations in which they have to estimate the sums and differences.
4. Stress the importance of lining up the decimals and use the Interactive Chalkboard to teach the lesson.
5. Work on 3.4 practice a partner and have it checked by me.
6. Work on homework 3.4 Story Problems.

**Assignment:** Practice your math facts and 3.4 Story Problems.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to understand that energy is all around us.

**Resources:** Science teacher manual

**Activities:**

1. Explain “Monster Trucks” lab on page F5 in their science books.
2. Allow students to complete lab.
3. When students are finished talk to students about how to find the speed of the trucks.
4. Share the results.

**Assignment:** Tell your parents how their cars measure speed.

**Assessment:** Teacher observation and completed lab.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday October 14, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30 Music**

**9:00 Gym**

**9:30-9:45 Teacher Read aloud and snack**

**9:45-10:15 Spelling**

**Objective:** Assess student understanding of weekly spelling words.

**Materials:** Spello

**Procedure:**

1. Play Sparkle
2. Give Test
3. Correct while playing ‘Spello’

**Assessment:** Teacher observations

**Homework:** Test

**10:00-10:30 English**

**Writing With Nouns**

**Objective:** Students will combine sentences using possessive nouns.

**Materials:** Houghton Mifflin: English

**Activities:**

1. Read and complete pages 78-79 as a whole class.
2. Students will independently complete worksheet “Writing with Nouns”
3. Work time on worksheet “Writing with Nouns”

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Students will create a final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill of determining the difference between fact and opinion.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

Week 1 Skills Test

* Leveled Readers:
  + Meet Yo-Yo Ma, Musical Superstar
  + The Tennessee Tornado: Wilma Rudolph
  + Harriett Tubman & the Underground Railroad

**Activities**:

1. **Anticipatory Set:** “Skating Sells” found on page 134B in manual. Students will work with a partner to create a 10 second commercial for a product using a famous skater.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 1 Weekly Skills Test

**Assessment**:Weekly Skills Test

**Assignment**: Independent Reading

**11:45-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Objective:** For students to be able to add and subtract decimals.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students make a number map, like the one on page 120 in their notebooks.
4. Hand out graph paper and work their sample problems using the Interactive Chalkboard.

**Assignment:** Practice your math facts and 3.5 Practice.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to understand that a force applied to an object can change the objects motion.

**Resources:** Science Teacher’s manual

**Activities:**

1. Go over yesterday’s investigation
2. Read and discuss pages F6 through F13.
3. Use examples to visuals to explain.
4. Have students read over their notes and complete missing parts.

**Assignment:** Complete Lesson 1 Notes.

**Assessment:** Teacher observations and completed notes.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.